



**I. COURSE DESCRIPTION:**

This course introduces those who are planning to become teachers to a variety of topics including reasons for teaching, life in schools and human development and learning. Knowledge of all the elements that are involved in learning is the primary focus of the course. A close look at the story of *The Girl with the Brown Crayon* will help you to understand learning as it occurs in context. Field experience will require you to visit schools/classrooms to observe learners, teachers and others in various education settings – elementary (primary and junior) and high schools

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the student will demonstrate the ability to:

1. Relate the purpose of schools as transmitters and re-creators of culture  
Potential Elements of the Performance:
  - distinguish between the different educational philosophies that have guided the systems of education in various different cultures;
  - evaluate the strengths and weaknesses of these different views
2. Describe the characteristics of an “effective” school  
Potential Elements of the Performance:
  - explore the different definitions of the word “effective” as it relates to the needs of different communities
  - discuss, in class, the different perceptions that different generations may have of effective schools
  - describe the ethics values and dispositions of effective professional educators
3. Describe positive learning environments and how they might be accomplished  
Potential Elements of the Performance:
  - draw on personal experiences and discuss, in class, the positive learning environments and see what they have in common
  - observe different classrooms and test theories against the ‘lab’ setting

4. Explain implications of learning styles and modalities for planning instruction  
Potential Elements of the Performance:
  - complete the Learning Styles Inventory
  - discuss the different quadrants and how they impact on learning and teaching
  - complete test on auditory, visual and kinesthetic preferences in learning
  - discuss right and left brain preferences as they relate to learning
  
5. Describe different social issues and how they impact on students' learning and schooling  
Potential Elements of the Performance:
  - list the current political and social issues that we are confronting
  - draw on current news media to discover the issues regarding education that are drawing most attention
  - relate the impact of technology in society to issues of classroom instruction and student learning
  - describe the reasons for emphasis on life-long learning
  - discuss how issues such as students with learning disabilities and other special needs are addressed in classrooms, today
  
6. Demonstrate the ability to be reflective about the individual learning process  
Potential Elements of the Performance:
  - keep journals
  - discuss and share experiences and feelings with class members
  
7. Evaluate Bloom's Taxonomy as a tool in analyzing learning  
Potential Elements of the Performance
  - differentiate between cognitive, affective and psychomotor domains
  - recognize different levels of learning (in each domain) through observing different learning situations

8. Read, speak , write and listen effectively  
Potential Elements of the Performance
  - demonstrate comprehension of texts and notes through tests and essays
  - demonstrate clear and grammatically correct speaking in classroom discussion and presentations
  - demonstrate the correct use of English in terms of vocabulary, grammar and usage in reports and essays

**III. TOPICS:**

1. Reasons for teaching
2. What to expect as a new teacher
3. Qualities of good schools
4. Learning Styles, Personality Styles and Brain Hemisphere preferences
5. Bloom's Taxonomy of Learning
6. The diversity of students and their needs
7. Social issues surrounding education
8. Technology and its impact on the school

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

*Those Who Can, Teach (11<sup>th</sup> Ed.) Ryan and Cooper, Houghton-Mifflin*  
(used also in TE 250)

*The Girl with the Brown Crayon, Paley, Harvard U.P*

**V. EVALUATION PROCESS/GRADING SYSTEM:**

Reflection of Personal Educational Experience	10%
Test One on readings/ handouts/ videos etc. to date	20%
Interview Report on educational issues	10%
Assignment on Learning Styles	10%
Small group presentation on <i>The Girl with the Brown Crayon</i>	15%
Test 2 on readings/ handouts/ videos etc	25%
Attendance participation *	10%

Total 100%

- After 3 hours of missed classes 2 marks will be deducted per missed hour

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

**Note:** For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade. For this course to meet part of the entrance requirement to the Teacher Education program at Lake Superior State University, a minimum B grade must be achieved.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

## VI. SPECIAL NOTES:

### Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may (i) issue a verbal reprimand, (ii) make an assignment of a lower grade with explanation, (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”, (iv) make an automatic assignment of a failing grade, (v) recommend to the Chair dismissal from the course with the assignment of a failing grade. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

### Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session. *It is the departmental policy that once the classroom door has been closed, the learning process has begun. Late arrivers will not be granted admission to the room.*

## VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum are located on the student portal. Students are responsible for becoming familiar with this information. Go to <http://mysaultcollege.ca>